

EDITORIAL

This is the tenth anniversary of the publication of The New English Teacher and it is now classified as a Tier-one Journal in the Thai Citation Index and in the ASEAN Citation Index. What this recognition means is that articles published in the journal are considered of sufficient merit and consequently the journal can have an ever increasing impact in the region. With the journal available both on-line and in a print version there is greater access to both potential contributors and the readership in general.

The on-line access can be found at <http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher>. To register as a reader or author all you have to do is to follow the 'Profile' instructions and when complete click 'Register'. As an author this will allow you to track the progress of your submission. The journal is also available on Facebook where more details are available in **Notes to Contributors**.

This tenth anniversary also allows us to restate the original purpose of the journal in that we welcome contributions from all fields of research related to language teaching in particular from recently qualified teachers or researchers who are interested in publishing their findings. However, we are also aware that many of our contributors do not have English as their LI and our reviewers and the editorial boards take this into consideration in the reviewing process.

We are currently witnessing the ever increasing awareness of global English, which more than anything else creates a set of attitudes about correctness and values concerning language, culture and pragmatics. But it does not have to be solely driven by the 'native speaker'. One major consequence of this is that because the majority of English language learners are non-native users, ways of communication and identity will differ from individual to individual. It can no longer be assumed that a uniformed endpoint represents the goal of everyone's language learning. This means that the teacher's knowledge base needs to extend beyond language, culture and traditional teaching methodology to embrace a comprehension of the impact their teaching has on the lives of the students. There is no doubt that such change will continue to be constrained by institutional needs for 'assessment' and 'standardization'. However, assessment itself is an integral part of the process of identity construction, and should be conceived as such in order to be

integrated more fully into the uses language has for the society is which it is embedded.

Identity construction and the issues involved not only affect the students but also the teachers and in this context the teachers of English in Thailand. In this issue, Saengthip Methanonpphakhun and Marilyn F. Deocampo reflect upon some of the factors by looking at the narratives of ten foreign teachers relating their teaching experiences in Thailand. Thailand is often admired for its culture, friendly people, and natural beauty. However, there are issues and challenges which teachers have to face such as, racial discrimination and prejudice. Foreign teachers often have high expectation as regards their students but are critical of some of the teaching material, the long teaching hours and the remuneration.

Matthew Wilkinson follows this theme in his investigation of the stereotypes and biases held by students in an international university in Thailand. The particular focus here is more towards student/teachers relationship in terms of race, accent and native 'speakerness' within the context of higher education.

Ei Tin Zar & Rajeevnath Ramnath have looked at the cultural content and activities in the textbook, General English, used in the migrant learning centers in the Thailand-Myanmar border. The textbook has been adapted from Language in Use (1991) and developed for the post-secondary who are between the age of 16 to 25. This research was conducted to find out whether the content was appropriate with regard to the social lives of the refugee students.

Hanh Duc Nguyen and Rajeevnath Ramnath article investigates students' reactions to teacher written feedback in English at An Giang University, Vietnam. Interviews and questionnaires were used and the findings indicate that the teachers' written feedback is in principle useful and that most of the students want their teachers to use the correction codes because they are able to understand them.

Kai Liu study moves more towards looking at Critical Discourse Analysis (CDA) of the news reports on "Occupy Central" Campaign from *China Daily* and *The New York Times*, employing Fairclough's Three-dimensional model as framework and Halliday's Systemic Functional Grammar (SFG),

the Theory of Appraisal of Martin and Rose as the tools in his analysis. What this study reveals is that different reporting seems to be more reflective of the power structures behind these newspapers

Amporn Srisermbok's contribution focuses on developing reading and provoking discussion in the classroom of two great English classics: Henry James' *The Wings of the Dove*, and Charlotte Brontë's *Jane Eyre* to illustrate the impact of literary imagination on the intellectual development of readers as well as the empowerment of women. These novels illustrate how gender differences between the two authors' perspectives on women's problems can dominate their views on each protagonist's suffering, and their solution to the problems.

Finally, Wesley Lockhart looks at how students acquire vocabulary by different means of input, and to a lesser degree, output. The major source of input is reading, and it includes both 'guessing from context' and the use of graded readers. This article considers other factors in vocabulary acquisition, such as: speaking, writing, listening, motivation, categories of vocabulary, vocabulary testing, types of tests, and actual word knowledge.

The book review by Ribut Wahyudi is *Ambiguities and Tensions in English Language Teaching: Portraits of EFL Teachers as Legitimate Speaker*

J. A. Foley